

Childhood Education

Building Strength for Living

**Working Together
in Schools**

February 1952

JOURNAL OF

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**For Those
Concerned
with Children**

**To Stimulate Thinking
Rather Than
Advocate Fixed Practice
Next Month—**

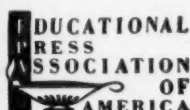
"Working with Community Agencies" is the March theme. How the "finest hours for children" can be brought about by cooperation is the subject of the editorial by Mary Leeper and an article by Melvin Glasser.

A listing of 39 agencies, their services, and publications which work for the welfare of children is included.

Four articles showing cooperation in various areas and problems include: a child development institute reported by Edward Sheffield, Ottawa, Canada; "Public Health Works When Teachers and Communities Are Educated for It" by John Venable, Griffin, Georgia; report on inter-community cooperation, a report on the Upper Winooski Valley Vermont, by Royce Pitkin; and community education in Puerto Rico by Verna Dieckman.

A top notch article on good first grade practices has been compiled by Mamie Heinz from a questionnaire.

News and reviews bring information on happenings and materials.



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Childhood Education

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We can increase achievement through combining our forces.

Working Together As A Team

WE ARE ALL ON THE SAME TEAM—TEACHERS, PARENTS, CHILDREN, administrators, custodians, taxpayers—working for improved educational opportunities for tomorrow's citizens. Only as we share and combine ideas, forces, talents, responsibilities, and privileges can we gain sufficient strength to meet the challenge of the days ahead.

If you have a dollar and I have a dollar; and if you give me your dollar and I give you my dollar, we still each have a dollar. If you have an idea and I have an idea; and if you give me your idea and I give you my idea, then we each have two ideas and are both the richer for the sharing.

Good ideas grow with the sharing. Two teachers sharing experiences, procedures that have proved effective, information concerning pupils, ideas that work are each the benefactor and the beneficiary in the exchange. They grow to exult in each other's attainments. Now they are a team. Parents and teachers who share with each other their knowledges and understandings about their mutual concern, the child, are both the wiser for the exchange.

If you put your shoulder to the wheel of the wagon mired in the sand and push with all your might, the load refuses to yield. If I put my shoulder to the wheel, I, too, may fail to move the weight. If we both put our shoulders to the wheel we feel the strength of our combined forces gradually overcome the resistance of the weight and the sand. Only through working as a team are we able to gain headway against the resisting force.

Combined forces move obstacles often appearing insurmountable to one alone. The principal may see a rebellious community unwilling to accept the changes in administration brought about by increased enrollments. No amount of explanation, no administrative directive, no catering to influential persons seems to bring about an understanding. When teachers join forces with the principal, when they say, "This is our problem, what can we do about it?" instead of, "What do you want me to do?" when they all join forces to seek a common course of action, then a new force seems to move the thinking of the community. Teachers invite parents to meet and discuss the needs of the children. The approach is through such questions as, "What do we want for our children?" "How can we meet the present need?" Now parents, administrators, teachers are all joining forces and gaining strength in meeting a common problem.

If you play the violin and I play the flute we each make our contribution to the orchestra. Perhaps you can talk before the PTA, Miss Brown can set a beautiful table for the social hour, and I can converse freely winning the cooperation of the fathers for the new project. Talents differ. No one can have them all. If we each contribute the talent we possess and learn to accept co-workers for their

contributions we can combine our forces and produce a professional team with the force and harmony of a great symphony.

If you are responsible for a decision that affects Mary for the rest of her life, you hesitate. The responsibility looks too big. If you pass the decision on to the principal, or the supervisor, or the parent, each in turn may react by accepting the responsibility or by shifting the decision to still another. If we can make it a shared responsibility and a group decision we gain strength, self-confidence, and courage both in the making of the decision and the meeting of future decisions. How can we share the responsibility? Let us list the factors influencing the decision. Let us take Mary's mother into the picture. Perhaps Mary herself can add evidence. We will gain strength through our combined forces if we approach it as a problem to be solved. Let us avoid making a decision then seeking to justify it through explanations. Instead let the discussion and the evidence come first and the decision be a culmination of our combined thinking and shared responsibility.

Attending a convention is a privilege. If it is always granted to the person in a position of prestige or authority the rest of us resign ourselves to the situation. But if you or I might have the chance to be the delegate, or if we have a voice in the selection of the representative, we have shared the privilege and are the more deeply concerned in the preparation and the application.

Education is a serious business. Whether the concern is Mary's spelling lesson, the school's beautification program, the community's drive for participation in a democratic election, the city's building program, the state's financial needs, the nation's provision for tomorrow's citizens, or the effort to bring peace to the world, we are still all on the same team.

The road to sharing is not a one-way street. If teacher and principal, parent and teacher, new teacher and veteran, each wait for the other to make the first move, nothing happens. If each goes even forty percent of the way they never get together. Even if a fifty percent exchange is affected it may just bring them close enough to cause friction. Whatever our position, if we would each always give the other fellow the benefit of the doubt and go sixty percent of the way, then the overlap would represent the combining of forces that makes us a team.

AS MEMBERS OF THAT TEAM WE CAN GAIN STRENGTH THROUGH SHARING ideas. We can increase achievement through combining our forces. We can respect the varied talents of the members of the team. We can share responsibilities by saying, "I'll help you all I can." We can enjoy the privileges of group action. We will feel the combined strength of our team when we survey the results and can truly say, "We did it together."—DAISY MARVEL JONES, *director of elementary education, Richmond City Schools, Richmond, Indiana.*

Understanding Each Other's Roles

Every individual must share in making a consensus of the dreams, aspirations, and ideas of the group. Through this consensus can come the understanding of his role and the role of others. How this can be done within the "inherited" structure of our school system is developed by Irene Thomas, general elementary consultant, and Edgar Farley, assistant superintendent and director of division of instruction of the Public Schools, Battle Creek, Michigan.

THE PROBLEM OF IDENTIFYING THE role of individuals within a school system did not become important until school people accepted the ideal of democratic organization. When, in any social structure, the organization is authoritarian, it is easy to identify the role of any individual within the structure. The "Boss," whether his title be "Emperor," "Führer," or "Superintendent," is precisely that. All authority rests in him and his is the final judgment. Below him trails a diminishing order of authority. At the very bottom are the people. In the authoritarian state, these are the subjects; in the authoritarian school, they are the teachers. In either case, they exist only to carry out the instructions of those above them. If they have dreams, aspirations or ideas, it is entirely beside the point. Their function is to carry out the dreams, aspirations, and ideas of the boss.

In the democratic state or school, the dreams, aspirations, and ideas ideally are a consensus derived from the dreams, aspirations, and ideas of every individual within the social structure. This consensus is obtained as individuals within the group assume or are assigned roles by the group, in relation to abilities and points of strength. Since the democratic organization is dynamic the role of an individual will shift to meet different circumstances. Thus, the leader

in one situation may well be a follower in a new situation. Obviously, to identify the exact role of a given individual one must ask, "The exact role in what situation?"

In the democratic school, the difficulty of identifying and understanding the role of an individual is intensified by the fact that the traditional structure of the school was designed to be authoritarian. The modern school has inherited a structure composed of superintendent, supervisors, principals, and teachers. Until recently, it has been assumed by nearly everyone that the superintendent should bear the responsibility for the total function of the school. Every other individual was responsible to the superintendent and he was responsible only to the Board of Education. Ideas, plans, and procedures flowed downward from the top. This was ordained; it was never openly questioned.

Difficulties Involved in Change

Now, however, school people have accepted—at least in principle—the concept of democratic organization. This means that ideas, plans, and procedures must flow both ways, converge and become a new and more vital stream called "consensus." How to make this work within the structure is a problem which is frightening in its magnitude. Not the least difficult phase is the matter of

getting the individuals involved—superintendents, principals, supervisors, and teachers—to recognize and accept their new dynamic roles as contrasted with their traditional static role.

We are all familiar with the example of the superintendent who, after announcing that “from now on the schools are going to be operated democratically,” then says to his staff and teachers, “Here are my proposals. Please vote to accept or reject them.” Quite obviously the teachers, still in their old role of subservience to administration, will vote to accept the proposals. To put it plainly, the superintendent has held a Hitler-type election. The “Ja” vote is certain. The cause is the failure of the superintendent and his teachers to understand the nature of their changed roles within a democratic structure.

We are equally familiar with the school system which, in its attempt to achieve democracy, breaks down all of the lines of authority and replaces them with nothing. Each individual, assuming that democracy means the right of everyone to do as he pleases, goes his separate way with the result certain to be bedlam. This, of course, is not democracy; it is anarchy. Again, the cause is clear. The superintendent and the teachers have failed to understand the nature of their roles in a democratic situation.

From these examples it would seem clear how essential it is that the organization must make it possible for the individual to identify and accept his role and to recognize and understand the roles of his fellow workers. To tear down the inherited structure would be unwise and impractical. Such a procedure would not win community support and it would almost certainly result in a long period of insecurity, unrest, and confusion on the part of school

people. It becomes apparent, then, that the organization which will make identification of roles in a democratic situation possible *must come within the present structure.*

Characteristics of Schools Democratically Organized

Enough schools have organized with this purpose in mind so that it is possible to identify the common characteristics by looking at their organization.

Without exception, these schools have a “curriculum council” or some other body which is charged with the responsibility for the instructional program. This body usually has teacher representatives from each building within the system and representation from the administrative and supervisory staffs. All matters having to do with instruction are channeled through the council.

An illustration may help make clear the operation of the council. On the basis of experience and after careful consideration, the faculty of Blank Elementary School comes to the conclusion that a new guide in arithmetic is needed. The building faculty then refers the matter to its representative who serves on the council. The representative makes the proposal for a new guide to the council, listing the arguments and evidence which his faculty has brought out in prior discussion. The council discusses the proposal with the following points in mind: (1) Does this proposal have priority over other proposals which have been made by building faculties? (2) If it does, what machinery needs to be set up to get system-wide consideration of the problem?

Assuming that the project does have priority and that the council feels that it should get under way during the current school year, each member then discusses the proposal with the group

he represents. This is not done haphazardly. The council member is expected to present all of the evidence for and against the need for an arithmetic guide. He is expected to get, if possible, a consensus that the guide is, or is not needed. At the next meeting of the council, the representatives report to the group upon the attitude evidenced by their building faculties. Assuming that the reports indicate a need for the guide, the council then sets up the machinery for its production.

Generally speaking, the procedure would be to set up a sub-committee whose responsibility would be to bring about widespread participation in the consideration of what should go into the guide. One possible procedure might be to poll the building faculties concerning what would be of most value to them for inclusion in the guide. Another might be to interview principals. A third possibility might be the bringing in of college consultants to aid in establishing the important phases to be included in the guide.

Only after as much evidence of this type as possible has been gathered together, will the sub-committee begin the actual writing of the guide. When the writing is done, the guide is referred back to the council. The council evaluates, discusses, and makes recommendations for improvements to the sub-committee. The guide then is rewritten and is sent to individual faculties for discussion and evaluation. The council representative for each building takes the leadership in this evaluation process. When the suggestions of the building faculties have been analyzed and evaluated, the guide is prepared in its final form and becomes a part of the instructional material of the school system until the need for revision again becomes evident.

Everyone Concerned Must Participate

It will be noted that every individual in the school system who is concerned with this particular phase of instruction has had the opportunity to participate in one or more ways in the process of producing this guide. The members of the council have had the opportunity to evaluate and discuss the proposal in its first steps with the purpose of establishing the need or lack of need. They have had the opportunity to participate by setting up necessary machinery. They have had opportunity to participate through the evaluation of a tentative proposal and to make suggestions for improvement where needed. The members have had the opportunity to provide leadership in discussing the matter in each building through the school system. Finally they have had the opportunity to evaluate and approve a finished project.

The teachers who are not members of the council have also had many experiences in participation such as—the group which recognized a need and how it might be met; all who helped in creating the new guide; the evaluation of the guide and the offering of suggestions; and the consideration of how the finished product could be used effectively in each school.

In this process each individual has had at least one clear and understandable role. Many individuals have served in several capacities during the process of writing the guide. Because the organization was clear, it was possible for each teacher to understand not only his role at a given time in the production process, but also the roles of those with whom he was associated.

Parents' Role In Curriculum Planning

It should be pointed out that some schools have broadened this council

organization to include representation from PTA groups. This of course gives parents the opportunity to more clearly understand their role with reference to the curriculum of the school. Almost all of the schools which have attempted this sort of organization have designed some sort of committee arrangement to carry out the important function of bringing parents into the curriculum study picture. A few schools have been experimenting with methods by which representative students may play their part in the curriculum building process.

Nor is curriculum the only phase of the school in which the type of organization described above helps to make teachers and other school personnel aware of the roles that they play and of the roles played by those with whom they work. In many schools we find committees on special services, professional problems, appeals and so on. Some schools, anxious to carry on the democratic procedures to the ultimate, have even established Committee on Committees with the function of setting up meeting schedules, of facilitating lines of communication, of coordinating and clearing an over-all design for curriculum participation, and of steering the activities of the school into the best channels for effective democratic participation. It is worth emphasizing that in each of these committees it is possible to identify clearly the role of the administrator, the supervisory staff, and the teacher.

Consensus on the Local Building Level

One finds similar attempts to clarify the role of the principal, coordinators, department chairmen, and teachers on the local building level. For example, the principal and staff often establish an administrative council which works to clarify and state the basic policies of

the school. Many times a committee will be established which is charged with the responsibility for planning the over-all curriculum plan for that school. The school will create other committees whenever they are needed to coordinate the planning, evaluating, replanning, and execution which once was considered to be the sole responsibility of the principal of the school.

It is not important for our present purposes to investigate too thoroughly the exact structure followed in schools which are organized democratically. What is important is that there has been established a method which permits schools to follow the democratic procedures in which they believe while at the same time they create a definite organization which makes it possible for each individual to identify and understand his particular role. Not only that but, as the individual comes into contact with others of his fellow workers who may have other responsibilities, he has the opportunity to identify and understand the role played by others within the system. As he works on committees with administrators, supervisory personnel, and fellow teachers, he identifies those individuals with the problem which is being considered and with his own role in working on the problem.

To establish this kind of communication and understanding obviously takes skill, patience, and a considerable expenditure of time for all concerned. It means first of all that the top administrators must be filled with a genuine respect for human personality and that this respect pervades all of their thinking and activity. Administrators must be willing to become leaders rather than herdsmen—willing and able to go more than half of the way to lead their fellow workers to the recognition of their sincere wish to establish a new relation-

ship. For the teacher it means acceptance of new and more difficult responsibilities. It means his willingness to spend much time on committee work and in discussion. It means a great amount of time spent in curriculum research and experimentation as a necessary part of his personal identification with his profession and as a way of attaining his personal aspirations.

The schools whose organization we have described would be the first to

recognize and state that much remains to be done to bring about the ideal. However, these schools have established a system which is working and which has brought about a greater understanding of the roles played by the individuals within the schools. Most important, they have recognized the need for this kind of understanding and are constantly looking for ways to make the identification and understanding of roles easier and more certain.

Will You Walk Into My Classroom?

By BESS B. LANE

The strengthening of home-school-community relationships is always important, but how can you encourage parents to visit school? Bess B. Lane, author and parent educator, Swarthmore, Pennsylvania, tells of the activities of one school in encouraging parent visitation.

"I WISH DAD AND MOTHER AND GRANDMA would come to visit my school," says nine-year-old Ronnie. And so says practically every elementary school child. As a rule the principal and teachers, too, would like to have the "home staff" visit their school. But few come. It has been estimated that on the average only about one percent of mothers and one tenth of one percent of fathers spend as much as two hours in their children's classrooms during an entire year.

Perhaps, in all fairness to parents, at this point we should admit that there are still a few principals and teachers who are "shy" of parents; that where this shyness exists parents wouldn't be joyously received except perhaps when

invited for a brief period at some specified time. But these isolationist schools are now rare and fast disappearing.

Then what are parents waiting for? What explains this absenteeism on their part? It might be that parents are staying away from their schools because teachers and principals haven't always made it clear to them that they are welcome and that they are needed if the best work is to be done. Perhaps the WELCOME sign hasn't always been put in a conspicuous place.

It may be that parents stay away from their schools because they are not wholly aware of what they are missing. Perhaps they don't realize that only by visiting his child's school can a parent know his child as a member of his own age group, know how he works and plays with his peers. Only by visiting can a parent become acquainted with his child's teacher, understand the ways in which the teacher works. Only by visiting the classroom can a parent find out what subject matter is being taught, how it

is being taught, and how home and school can work together for the child's welfare and the school's welfare.

Then there is tradition. It may be getting in the way. Until fairly recently no matter how interested a child's relatives and friends were in his education, it didn't occur to them (or to the school either) that unless trouble threatened, it would be helpful for a parent to visit his child's classroom and teacher.

Inertia, too, may be playing a part. Parents may need a push from the school.

Not long ago a good school in New York City decided to find out from the parents themselves why they didn't visit their children's school and what the school could do to break down the parents' reluctance to visit it. A parent from each grade was asked to interview a number of fellow parents and get information as to why it was that they so consistently remained away from the school.

As would be expected, the reasons given were varied:

"The school seems to be doing a good enough job. Why should I get mixed up in their work?"

"I guess I thought I wouldn't be welcome."

"I am afraid I would interfere with the work."

"If my child didn't know the answers he might be embarrassed if I were there. And probably I would be too."

"I wouldn't know what to look for. I'm not a teacher. For me it would be a waste of time."

"I haven't the time to visit the school."

After the interviews were completed, plans were made by the faculty and the interviewers to show parents that their excuses weren't valid. Each week for a number of weeks, four or five parents from as many grades were invited to visit the school on a designated day. On arrival the group was taken by the principal to visit several classrooms for brief periods. Following these visits the group

went with the principal to her office where they were joined by teachers who were free at that time. Here they discussed together what they had seen in the various classrooms. The principal and teachers supplied missing data and helped answer questions.

Each group, with the help of the editor of the *Home-School Bulletin*, chose certain incidents that they thought would be of interest and help to other parents. The editor wrote these up and published them in the Bulletin, which was circulated among the whole parent body. The *What We Saw* department signed in each case by the members of the visiting group, became very popular. And the slogan following the episodes began to have its effect. It was, *The School Invites You To Visit It And See For Yourself What Is Going On*.

The following episodes are similar to those described in the Bulletin:

Helping Children Solve Their Own Problems. Joan, it seems, had raised the question of breakfasts. She had asked, "Do I have to eat if I don't want to? And anyway is milk important?" Several other children had indicated that they had the same or similar problems.

At the teacher's suggestion, Joan and two others had talked with the visiting nurse. These children were reporting to the class on their interview. They told about the books that the nurse lent them and about the pictures she had shown them. "Neat! She showed us some pictures of rats that did eat well and of some 'blousy' old things that didn't eat well." The other children, not wishing to miss any "blousiness," asked if they might invite the nurse to come and talk to the whole class.

Avoiding Trouble in A Constructive Way. A heaviness hung over the third grade classroom. Outside the sun was shining but inside there was gloom. On

the way to their seats Peter tripped Helen and Frank hit Karl and grabbed his book. War was in the air.

Miss Collins, the teacher, said, "Will you all sit down please. I have a question to ask you. Is there anyone here who didn't have mustard and pickles for breakfast? I'm sure most of you did have as I see sharpness and sourness coming out in the way you are behaving.

"All those who did *not* have pickles for breakfast and are therefore in good humor, may put on your sweaters and come with me on a walk to the hardware store to buy some paint to brighten up the old bird cage. Franny tells me that we are going to have something to put in our cage in a few days."

As it turned out nobody had eaten pickles. The sourness seemed to be because the janitor's dog, adopted by the third grade, had been missing for twenty-four hours, and "something awful has probably happened to him."

Meeting Group and Individual Needs.

The fifth grade, eager to learn about their city, and how to go "to see interesting places all alone," were in the midst of such a study. Five children were engaged in making maps of the city. Three, accompanied by a mother assistant, were writing a play about life in the city in its early days. Others helping the writers by collecting facts, were consulting books, magazines, and chamber of commerce literature. A number of others were constructing the scenery.

Several children were doing certain room-community jobs, such as cleaning shelves, tidying cupboards, and making signs for the bulletin board. Still others, with the teacher's guidance, were drilling themselves and each other on the arithmetic combinations. Every child in the class was doing something that had meaning and importance for him or for the group.

Building Good Habits of Work. It appeared that several children in Miss Harper's sixth grade had been in the habit of making too many excuses for their failures to do the necessary jobs connected with their own projects or their class projects. Miss Harper was promoting and leading a discussion of the kinds of excuses people (even parents and teachers) sometimes give for not having done the things they know they should and could have done.

Miss Harper asked the class for illustrations of such excuses. With considerable help from her, the children gave examples such as the following:

"I didn't have time."

"The baby tore it up."

"When I was in the third grade I was the best in the class."

"Ruth and Philip missed more words than I did."

"Mother couldn't do arithmetic, either."

"I forgot."

"It wasn't my turn. Sam never does his share."

Accompanied by much laughter, and wisely guided by the teacher, the group then chose five kinds of excuses which they listed in red chalk in one corner of the blackboard. These five kinds were:

Blaming Someone Else (The baby tore it up.)

Blaming Conditions (Too much noise.)

Blaming Memory (I forgot.)

Blaming Heredity (Mother couldn't do it either.)

Blaming Length of Day (Didn't have time.)

It was suggested that each boy or girl consult this list whenever he gave an excuse for not having done his work. Lucy gleefully remarked, "If anyone forgets to look we'll tell him to."

The above are merely samples. The parent-editor to whom we are indebted for information about this experiment, told us that an effort was made to include material representing a cross section of

the work of the school—"ways of teaching the various school subjects and ways of developing character traits."

"While this visiting was going on," continued the editor, "other means of bringing parents to the school, such as letter writing, telephoning, and home visiting were tried. But nothing succeeded as did school visiting. Seeing for themselves what goes on in a good school today makes it obvious, in a way that words never could, that parents' reasons or excuses for not visiting their children's school had no validity."

"As the parents went from room to room they could see, and later help others to see, that in such a busy, friendly atmosphere an adult or two would always be welcome; that when the children rather than the teacher do most of the question asking, and when no stigma is attached to not knowing the answers, there could be no embarrassment on anybody's part. 'The thing to do,' explained Sally in the fourth grade, to one visiting group, 'is to just say you don't know the answer, and then try to find out from some person or a book or a trip or something.' When children feel neither guilty nor afraid when they don't know, visitors too relax and enjoy themselves."

"As for interfering (a common excuse), visitors realized at once that quite the opposite was the case. They always saw ways that one or two parents in a classroom could be of real help: they could check the arithmetic papers; hear children read orally; take a small group to the library to find the answers to some of their questions; and merely be another pair of hands when the paint was spilled or the curtain wouldn't work."

"As soon as parents understood that in the school of today emphasis is placed on living and learning as one lives, the idea of 'preparedness' in order to get something from a visit seemed to vanish."

"Then," continued our informant, "there was that excuse (a favorite with fathers) 'no time for school visiting.' After one of the parents did a bit of figuring and discovered that three hours a year given to visiting his child's school equalled .00034 of the time at a parent's disposal, that excuse, along with the others, seemed slightly thin."

"Even if parent and teacher were to plan a conference together following the visit, the time spent couldn't really be called exorbitant. Since these conferences were often held over a cup of tea they might, in budgeting one's time, be listed under recreation."

There was more to our informant's story, all of which indicated that the experiment was well worth the time and effort it took. She felt that the experiment was so successful that it should be continued each year for some time to come, perhaps made a regular feature of their home-school-community program.

When the spider said to the fly, "Won't you walk into my parlor?" he had ulterior motives. When the teacher invites parents to come to her classroom and see the interesting things going on there, she has motives, too. But hers are all clear and above board. It is important for parents to know this.

It is important for the school to help parents to realize that the school wants them; that it wants their support—the support of the parents' presence, their assistance, their suggestions, their encouragement, all in all, their friendly, understanding cooperation.

It is highly important that the WEL-COME sign be conspicuous and that frequently a cordial invitation be sent out to all the absentee parents "to walk into our classroom, spend time with us, work with us, share with us your experiences as we share ours with you."

"Catch a Tiger"

Teamwork cannot be accomplished unless all members of the team are accepted equally. Inter-group understanding can begin in the everyday incidents of the classroom as illustrated in this article. Another kind of teamwork is implied by Dora Scheffskey, supervisor of elementary education, Long Beach, California, as she says: "The writer acknowledges her indebtedness to a large number of Long Beach teachers who met and discussed the subject. The examples and pictures are from their classrooms."

"EENIE, MEENIE, MINEY, MO—" CAME in a cheerful sing-song from the back of a classroom where a small group of girls were organizing a game for indoor play. The teacher was new in the school but she knew that chant from past experience. It had a word in it that was objectionable to some people in the room. She was afraid! She knew that same rhyme had caused a fight in the school where she had taught the year before. Listening tensely, she heard:

"Catch a tiger by the toe,
If he hollers, let him go,
One, two, three, out goes she."

As the game started pleasantly, the teacher went on with her work but the chant kept running through her mind. "Catch a tiger," she mused, "there must be something back of that," and she went to see her principal.

"Yes," said the principal, "we used to hear it the old way and we had trouble, but one day some of the older girls came in hurt and angry to complain about hearing the objectionable word. We suggested that since the chant was like a folk song in that it had been handed down by word of mouth from generation to generation and such things are changed, why couldn't we change this one? The girls offered to be a committee to try different words. Later they

came back agreed that 'tiger' fitted the rhythm very well and asked if they might go to the classrooms and teach the revised jingle to smaller children. Arrangements were made and now we have one less cause for friction."

How did those Negro girls know the principal would hear them out and not brush aside their grievance with a directive that they "stop being so sensitive?" The answer goes back to many attempts on the part of teachers and principals to help children accept others.

Recognizing the Need For Understanding

Everywhere educators know the need to develop good inter-group understanding to help relieve tensions. They know the bearing such understanding has on our place as a respected nation, upon our national harmony, and upon the sense of security of the individual. Teachers have talked to each other, have listened to many lectures on inter-group relations, and have read articles and books, all of which showed the causes of tensions and the needs for changes in our educational emphases to relieve these tensions.

Teachers are disturbed that they are not doing more to bring about greater understanding. The broad aims of our social studies programs indicate our

good intentions. Too often in the past we have taught only facts about other countries. We are convinced now that such teaching accomplishes little beyond the giving of factual information which, even if remembered, may not be true ten years hence.

It is obvious to us now that no real sympathetic intergroup feeling can be established unless there is ample opportunity for intergroup action. Just sitting still listening to instruction and direction cannot result in improved relations with the children across the aisle or over by the window, with the children whose skin is darker, whose speech is different, or whose parents are poorer or wealthier.

It is more likely that children will grow in their ability to understand and appreciate others if they participate in rich and varied experiences using techniques of democratic living. If a unit of work provides opportunities for much critical thinking and practice in committee work that contribute to the welfare of the group, the pupils will gain the kind of acceptance that will result in looking beyond outward differences.

Possibilities Everywhere

A teacher, who is alert to the possibilities of helping children grow in knowing others, watches closely for evidences of needs and seizes upon every incident that will help children develop values. She arranges situations that will cause children to think, to seek truths, and to have practice in ways of helping, sharing, evaluating, accepting, and loving. The stories that follow actually happened (although the names are changed). In every one the reader will see that a teacher guided the children.

Janie didn't take home her note when parents were asked to come to the class tea.

Janie lived with her aunt whose twisted back gave her an ugly, comical look. The timid little girl was afraid her classmates would laugh at her aunt. Janie's teacher had seen her aunt and had visited the home. She understood why the child "lost" her note. A few days later the class needed to know how to make and use small looms. The teacher told the children that she had admired a beautiful afghan Janie's aunt had made on a similar loom. The aunt was invited to come to help them. Through the teacher's wise management Janie came to feel that her aunt was a person of interest and importance to her classmates. The other children had a good experience in learning to appreciate the contribution of a person they might have ridiculed.

Larry was new in the second grade and as yet no one had been friendly to him. The teacher realized that this was bad for Larry as well as for the other pupils who were thoughtlessly leaving him out of their fun. She talked with him and found he had a pet hamster. She asked if he would like to show it to the other children. As Larry lived near the school, the children and teacher planned to walk over for the visit. The children all wanted to walk with Larry, so they took turns. In the days that followed the visit there was a common interest. Everyone talked with Larry and asked about the hamster and about the baby brother who had been brought out to see the children. Thus the first Mexican boy to enter the school had been accepted as a friend.

In another second grade where children of varied nationalities were enrolled, Jose was laughed at because he couldn't speak English. As work progressed the teacher led pupils to see how interesting it is to know words in two languages. As Jose learned English he taught the other children many Spanish words. Both Jose and the class gained in social attitude in addition to some linguistic interest.

In the fifth grade of a nearby elementary school the father of one of the Mexican boys demonstrated the making of adobe bricks and helped the children make them as they studied the culture of our near neighbor. When parents were to come to see the work of the class the pupils persuaded their new friend to show the grown-ups how he made the bricks. The discerning adults in the group realized that



Sympathetic intergroup feeling
can be established when there
is ample opportunity for inter-
group action.



their children were acquiring more than mere knowledge about a process they would never use.

Ideas for the Classroom

Primary teachers noticed that the children's pictures showed only outlined white faces, even after a walk which took them to see workers who were Mexican, Negro, and white. The teachers hoped to build a sense of pride in each group and an acceptance of people who are different in all three groups. The class was shown the book *Two Is a Team* by Lorraine and Jerrold Beim. In it the children saw a colored boy and a white boy solving their problems. They looked at *Small Rain* and *A Little Child* by Jessie and Elizabeth Jones. The teachers provided crayons of suitable colors and the children's pictures showed closer observation of the varying shades of color in their subsequent pictures.

All schools have dolls in their kindergarten and first grades. Whether the school has mixed classes or not, many teachers think it wise to have some dolls which are not white.

While professional books in the educational field have included photographs of colored children and children from other countries than our own, such pictures reach few people—usually those who have already accepted an intercultural viewpoint. Teachers who collect pictures or make photographs for classroom use are making an effort to have individuals who represent different cultures in their pictures. A picture may illustrate correct posture, techniques in typing, cooking, ball handling, or any of dozens of things but it may have in

it young people and teachers whose varied color and features casually indicate acceptance of difference as normal and good.

Teachers have seriously gone about selecting pictures, stories, recordings, and books that make pupils think. They have given the children opportunity and encouragement to talk out their own hurts and longings as they discussed the feelings and actions of the characters in the recorded stories. They have planned their school work so that much talking, planning, playing, building, helping, sharing, and laughing brought to the children the daily realization that all individuals are important and that which affects the happiness of one affects that of the whole group.

Teachers have noticed that their own cordial acceptance of a child whether he is or is not academically praiseworthy or socially prominent will go far toward the group's good attitude toward him. They have tried hard to clear out any vestigial shreds of prejudice they themselves might have learned in their own homes and communities. In an effort to bring about good relations in school groups and community groups, teachers have studied techniques for helping people resolve their own problems.

Thousands of teachers have become sensitive to the needs of children and are providing experiences such as those described above. As more teachers come to accept the development of good intergroup relations as a part of their responsibility, we can hope and believe that these day-by-day efforts will eventually bring us all to greater security and freedom.

THE ONLY TRUE SOLUTION OF OUR POLITICAL AND SOCIAL PROBLEMS lies in cultivating everywhere the spirit of brotherhood, of fellow-feeling and understanding between man and man, and the willingness to treat a man as a man.—THEODORE ROOSEVELT.

Prospective Teachers *Learn Teamwork in College*

We have heard much about planning with children, but what experience in planning have the prospective teachers had in their college years? Were they included in the planning of their curriculum? The University of Minnesota College of Education now has a plan whereby students do participate in decisions of importance to them. The plan is explained by William H. Edson, assistant professor and director of student personnel, and Margaret Lahey, student counselor.

"ARE WE SURE THAT THIS NEW COURSE is needed? Can't its content be included in a course that is given now?"

It was a student raising the question. As a voting member she was participating in a recent meeting of the Curriculum Committee of the College of Education at the University of Minnesota. Other members of this policy-making group included a second student and ten faculty members.

Student participation in the work of this committee is one example of the way in which students share responsibility in the development of their program of teacher education. Through this and other opportunities to take part in planning, students learn to work with groups in solving educational problems, gain skill in dealing with educational issues, and obtain experience in policy making that will be of value to them in their later school work.

In recent years students have taken increased responsibility in the development of the college program. This has come about through student government that emphasizes faculty-student relationships, through voting membership of students on all principal committees of the college, and through student steering committees in education classes.

Student Government

In the spring of 1945 a College of Education Intermediary Board was established, largely through the efforts of the two senior service organizations, Alpha Sigma Pi and Eta Sigma Upsilon. The board is composed of elected and appointed student representatives and two faculty advisers selected by the students. The number making up the board varies with the enrollment of the college. One representative is chosen for each two hundred students.

The board performs four major functions: (1) It conducts regular studies and discussions of curricular problems, faculty-student relations, and educational aims of the college; (2) it brings to the attention of the faculty the problems and suggestions arising from these studies; (3) it receives petitions and statements from students and student groups on matters falling within its jurisdiction; (4) it holds open forum discussions of current issues and gives publicity to its work.

Through this recognized organization the students have gained needed status as well as an official channel of communication to the faculty. The president of the board is the official student representative at all College of Education

faculty meetings. The Dean occasionally attends board meetings.

Two examples may be cited to illustrate the manner in which the board aids in communication, both from faculty to students and from students to faculty. Recently, when it became necessary to curtail some services, omit a few classes, and increase special fees, it was through the Intermediary Board that interpretations were made to students. The Dean attended a board meeting to explain to the members why certain administrative actions had been taken. After a penetrating question-and-answer period, the board assumed the responsibility for further interpretation to the student body. This is now being done through personal contact, open meetings, and articles in the student newsletter which is distributed to all college members.

On another occasion, shortly after the board was established, many elementary majors raised serious questions regarding a required course. The board requested that student suggestions be considered and that a thorough study be made of the course. With the cooperation of the department concerned, the Bureau of Educational Research carried out a controlled study of teaching methods and student reactions. This study led to material changes in the course, including addition of laboratory work requested by the students.

Experiences in teamwork with future co-workers is also emphasized by the Intermediary Board through one of its special projects. In the spring of each year students from colleges in Minnesota and neighboring states are invited to attend the annual Student Education Conference. After months of planning, in which all colleges represented take part, students gather for two days to discuss educational issues that they feel are live and pertinent.

"Should sex education and family relationship courses be included in the public school curriculum?" "What is the effect of unions, NEA, and other teacher organizations?" "To what extent should religion be dealt with in the public school?" These and other debatable issues were discussed at the most recent meetings. The conference is planned entirely by students. Faculty members serve merely as resource persons or as onlookers. By gathering together prospective teachers from church-related and other private liberal arts colleges, from teachers colleges and from our own College of Education, students learn to work together, recognizing their similar and divergent points of view on educational issues. Topics of particular interest at the conference are frequently incorporated into subsequent class discussions.

Policy Committees

Student participation in policy making is another phase of cooperative planning. Long considered essential, it was officially recognized by the faculty in 1950 when they issued this statement:

Believing that the active cooperation of students and faculty is an essential element in modern education and that it has peculiar values in education for teaching, the College of Education approves as a basic policy the establishment of machinery through which students may participate in developing policies, which will provide for the transmission of student opinion on issues, and for the administration of activities which are of concern to them.

As a result of this policy, students have become voting members of ten major college committees. Three of these committees deal directly with problems of curriculum—the Curriculum Committee, mentioned earlier, the Committee on the General Education of Teachers, and the Committee on the Junior Sequence.

The initial selection of student members of the policy-making committees is done by the Intermediary Board. Early in the fall quarter students who are interested in serving on one of the committees fill out a lengthy application blank, indicating their qualifications. Each applicant is then interviewed by board members. From this group the board selects the best qualified students to recommend for appointments. The Dean of the college then appoints these students along with faculty members to serve during the year.

The Curriculum Committee, for example, studies and passes on all requests for changes in curricula under the college. Some of these requests originate with students. All of them are examined critically by the student members of the committee. The group's recommendations are then submitted to the entire faculty in quarterly meetings. Because of the thorough work done in committee, faculty approval is given readily to almost all recommendations.

Through this and other committees the students play an influential role in establishing policies affecting the curriculum and pre-service training of undergraduates. Better understanding between faculty and students is also fostered. One student member remarked, "I thought I'd have to go to the committee meeting prepared to uphold the 'student point of view.' Was I amazed to learn in that session that faculty members seem to understand our needs better than we do!"

"There is no such thing as students vs. faculty on my committee; we split on issues, not status," was another comment.

Class Steering Committees

Students participate in a third phase of curriculum planning. In some courses students work with staff members in the

development of the course and make decisions affecting the work to be done. This is particularly true in courses that are taught in several sections or where large classes are divided into sub-groups to develop projects or reports.

In a required philosophy of education course, for example, students are divided according to interests to prepare group reports. From each group a representative is chosen to meet with the instructor and his assistants. In these meetings, which occur regularly throughout the quarter, students concern themselves with the problems of immediate interest to their classmates. They decide the sequence of the reports to be presented to the class in order that there may be a logical development throughout the quarter. They discuss the criteria to be used in marking papers submitted by the committees. They discuss the method by which the instructor may evaluate the work of the individual students, considering the weight to be given to the mid-quarter paper, the committee report, and the written final examination. In addition, they pass along information from the instructor to their groups. Through this, students experience problems of course organization, marking, and group planning as part of teacher education.

Laboratory experiences in teamwork for prospective teachers play a vital part in the teacher education program at the University of Minnesota. They occur in the classroom, in policy-making committee sessions, and in student sponsored activities. "They are worth more than all the assignments I've read in textbooks" is the opinion expressed by one College of Education student. This highly enthusiastic statement would not be voiced by all students—or faculty members—but it indicates that teamwork can increase zeal as well as skills in future teachers.



Courtesy, Margaret Rasmussen, Modesto, Calif.

APPROACHES TO TEAMWORK . . .

Teamwork can and has been achieved! This section illustrates many approaches to teamwork. The proof lies in these true stories. Many of these reports have been sent to us because the people involved were enthusiastic about the results of trying new ways of working. Others we heard about and requested a report.

Our examples range from coast to coast, California to New York, in large cities and small. Some are instituted by the community, others the administration in the school system, and some are individual projects carried on by one teacher.

Notice how important the element of human relations—or consideration for the rights of others—influenced the action and inevitably the success of the project. Notice, too, how often is stressed the sharing of ideas—the two way process involved in teamwork.

... Cooperative Planning By All Involved

By RUTH KEARNS
*Director, Academic Clinic
Winnetka Public Schools
Winnetka, Illinois*

TIME WAS WHEN SCHOOL PERSONNEL and parents accepted, without question, a curriculum devised by a hierarchy.

Winnetka, Illinois, has an organization composed of classroom teachers, principals, itinerant teachers, parents, board members, custodians, secretaries, lunchroom workers, nursing staff, and superintendent. This system-wide planning organization is for the purpose of giving boys and girls the best possible schools in which to develop healthy, wholesome, well-adjusted, bodies and minds.

This organization, which was started during the school year of 1950-51, is known as the Committee of 28. Representation from the four schools was based upon one representative for each seven teachers in a building. When the buildings chose representatives they kept in mind the various grade levels or special interest groups so that all would be included. Other members on the committee include one from the social activities teachers, all four principals, one from itinerant members of the special teaching staff, one from the Board of Education, four parents chosen by the Central Board of the Winnetka Parent-Teacher Association, one parent from each of the school units, two from the custodial and maintenance staff, one from the lunchroom workers, and one from the school nurse group.

From the Committee of 28 one teacher of the kindergarten-primary grades, one teacher from the intermediate grades, one teacher from the junior high school, one principal and one person at large were chosen to serve on a steering com-

mittee and to follow through and put into action agreements reached by the Committee of 28. This smaller committee is known as the Committee of 5. The committee members serve for one calendar year at the end of which new representatives from each of the areas, with the exception of the principals and superintendent, are chosen. The Committee of 28 meets seven times during the year to consider problems pertinent to the schools. The Committee of 5 meets the week preceding the Committee of 28 to plan the agenda. It also has special meetings when there is "follow up" work to be considered.

Where to Begin?

At the first meeting, nearly a year ago, the question of where and how to start was discussed. Many suggestions were offered but each seemed to have a limiting or narrowing aspect and all were finally discarded when it was decided to poll the entire school personnel for opinions. This was accomplished by sending to each employee and the Parent-Teacher Associations a simple statement at the top of a sheet of paper asking that each person and organization express opinions of what was needed to improve our schools. When the "opinionnaires" were returned and tabulated, thirteen categories appeared on the summary sheet. Among the categories were child development, classroom instruction, reporting to parents, physical equipment and maintenance, and public relations. After considering the results of the "opinionnaires" some of the prob-

lems were given immediate attention, others were referred to specific groups or individuals, while still others called for long term planning and thinking on the part of many individuals and groups.

Sub-committees composed of interested parents, teachers, custodians, and board members, not usually those involved in the Committee of 28, worked on particular areas. Sub-committees on the school calendar, and handbook for parents completed their work, reported to the Committee of 28, and dissolved. New committees were appointed to consider other areas including the method of continuation of the Committee of 28 and the study of the Day Camp. These committees are still functioning and will continue until their particular assignment has been completed then they in turn will disband.

The long term planning, spoken of previously, is being considered in study groups on child development, reports to parents, public relations, classroom instruction, and Civilian Defense. These study groups are composed of interested parents and teachers. The study groups through their chairmen report to the Committee of 28 which in turn informs the whole school personnel of the group study.

The committees and study groups feel free and are encouraged to call for new members or advisees whenever the need arises. New committees and study groups will be started whenever there is need with the hope that through group thinking and discussion a school will develop which will help boys and girls to become thoughtful, conscientious, well-informed citizens of today as well as of tomorrow.

... When a Twelve-Month Plan is Carried Out

By HELEN L. KLEIN

*Junior High School
Rochester, Minnesota*

THE TWELVE-MONTH PLAN IN ROCHESTER, Minnesota, schools is a year-round program of planning and activities designed to provide a richer and more varied total experience for both pupils and teachers. In spite of sounding rather strenuous, its real effect is at once stimulating and relaxing; challenging and satisfying.

Briefly, the year breaks down in this way. Children attend 180 days in the traditional portion of the year. Approximately four days are allowed to complete records and reports and make some preparation for the summer program.

As a summer assignment, teachers may elect in rotation a pupil-service activity

and/or workshop, recreation in either the elementary or high school program, summer school attendance, or travel. These are chosen in any order unless the individual is especially needed in pupil-service activity—that must be provided for first. Adjustments are usually worked out. New teachers report on August 1, and all staff members are on duty two weeks before classes begin. At some time during the summer each teacher has four weeks of vacation.

So complex a program can operate smoothly and satisfactorily only if careful and detailed planning has been done. To serve this end, several committees operate: a summer program planning

committee, a system-wide coordinating committee, and a teacher orientation committee.

The Summer Program Planning Committee

At the elementary level, the summer program committee is made up of a representative from each elementary school serving for two years (only half the committee is new each year), an elementary principal, a counselor, and the director of elementary education. Planning is begun in the fall for the summer pupil-service program that will complement and enrich the regular year's program.

Through their representatives all teachers have a part in the planning. They give the committee suggestions based on their observations of needs and interests of their pupils. On the basis of these suggestions, the committee endeavors to set up a plan that will serve best for that particular year. This summer, for example, interest areas were deemed most desirable. Crafts, science, music, and dramatics groups were chosen as encouragement to creative activity, exploration, and experiment. Remedial classes were provided for those who needed bolstering in reading and math skills.

Since the committee representatives report to their teachers from time to time, there is a continuing process of suggesting, evaluating, and revising carried on between the committee and the teachers.

The summer program committee, acting upon the suggestions, also sets up several workshop groups in the areas of language arts, arithmetic, planning and procedure to provide in-service training for teachers who were not engaged full-time in pupil-service assignments. Teachers from other areas were invited to participate in these workshops and did

so to the extent that their programs allowed. This committee makes no teacher assignments as they feel this is an administrative function. However, they do include in their report to the coordinating committee any problems which they feel need clarification.

The Over-all Coordinating Committee

As an over-all coordinating committee, representatives from each level in the system meet with the superintendent of schools, the elementary recreation director, the high school recreation director, and one administrator. They hear reports on plans made at the different levels, consider problems that have arisen relative to assignments, vacation shifts, and make recommendations for solution. Members of this committee report to their teachers in order that all may have as complete a picture as possible of the total plan.

Teacher Orientation Committee

The committee appointed to plan for orientation of new teachers in the community consists of three members of the coordinating committee and representatives from all levels. A program of tours and workshops acquaints newcomers with the community generally and with places of interest to them as possible school excursions later. The public library, art center, health center, newspaper plant, and radio station are usually among those visited.

During the two-week period before the opening of regular classes, "vertical" curriculum meetings are held. General planning for the year's activities, planning of class work, and conferences with parents are also included. This year a workshop on parent-teacher conferences proved very valuable.

And so the year has made its round—a program in the planning and a program

in action—each being to some extent modified by the other as seems wise.

Benefits to Children, Teachers, And Community

Rochester teachers recognize the many benefits that this type of program has to offer:

- It is a step forward professionally because teachers feel more secure and consider themselves a part of the community and are encouraged by summer school, workshops, and in-service training to improve their skill in the art of teaching.

- Children evidence a heartening enthusiasm for the program.

- The open-house held during the summer term, as well as the participation of the community in the orientation program for new teachers have built good will.

- The community receives a better return on its investment in buildings and equipment.

- Teachers who work with children of a different age group during the sum-

mer have gained valuable and enjoyable experience.

- Guidance counselors can ready files, confer with new teachers, and clear discrepancies in schedules, all of which is of advantage to the student and invaluable to the teacher.

- Workshops at all levels have developed among the participants a fine interpersonal relationship. There is a greater appreciation of the abilities and contributions of others in the area.

- Pressures are relieved. Everyone feels ready to meet his classes in September and the first day of regular classes is surprisingly calm. For new teachers the period of preparation is extremely helpful.

All possibilities of the twelve-month plan have not been exhausted. The teachers know that the best chance of developing it lies in keeping the program flexible, varying it to suit the needs and interests of the children that it serves; in team-work of the teachers themselves; and in keeping their community well-informed concerning their program.

... School Board and Community Learn About Curriculum

By LORETTA McNAMARA

*Elementary Supervisor
Public Schools
Hinsdale, Illinois*

THE HINSDALE BOARD OF EDUCATION expressed a desire to become better informed in all areas of curriculum work and in general school policies. They also wished to know the teachers better. And so they carried out a plan of inviting a few teachers to the homes of board mem-

bers for Sunday night buffet supper after which different phases of the curriculum were discussed. Usually from three to five teachers were in each Sunday team, representatives from the grades and junior and senior high schools. Only teachers who expressed a desire to attend

these social functions were invited.

Thus it proved to be a happy natural situation in which the teachers, who considered themselves specialists in the field, presented their program, and board members who were sincere in their desire to be informed, asked numerous questions. The board members and teachers have all indicated that these meetings were enlightening and profitable.

A Similar Plan Was Carried Out in a Grade School PTA. One year the program was planned so that at each meeting a panel of teachers had the opportunity to discuss newer trends in the different

area fields with the parents. After the general panel discussion on such a topic as "Newer Trends in Teaching Social Studies," the teachers met the parents of the children in their own classrooms. Here they discussed the social studies program of their group of children. The parents had an opportunity to become familiar with texts, reference materials, and visual aids. It not only provided an excellent opportunity for interpreting the schools to the public, but helped the parents and teachers know each other better and to work together with new understanding.

... Parents, Too, Learn By Doing

By JANE NOVINS, *Parent*
AILEEN W. ROBINSON, *Principal*
Edgewood School
Scarsdale, New York

IN THESE DAYS, WHEN THE AIMS AND methods of modern education are being subjected to much criticism, it is particularly vital that the community understand what the school is trying to accomplish. In this regard there is no adequate substitute for the undramatic week by week, month by month, and year by year process of education of a community, utilizing all possible approaches.

Our PTA stands ready to organize committees to meet school needs. In working together, parents and teachers learn to know one another as individuals. They find a community of interest that is school-centered, rather than one which is centered, solely, on individual children of individual parents. Such a relationship affords the staff members many opportunities for objective interpretation of school policies and goals.

Every newcomer is made aware of the

schools desire to have active participation of parents. The PTA Pre-School Committee works with the staff each spring in planning a meeting for the mothers of next year's kindergarten children. The new mothers are guided on a tour of the school; they are shown slides highlighting kindergarten activities; they meet the three kindergarten teachers. Committee members handle the registration of incoming pupils and act as hostesses at an informal tea following the meeting. The new mothers are asked to join the PTA and the need for their participation is stressed.

In the fall every member of this same committee is briefed in advance by the kindergarten teachers, principal, and school secretary. The committee reports to the school on opening day to serve as guides to new parents, to assist in the office, and to help each kindergarten

teacher with timid children and apprehensive mothers. The experience of actually working within the school under the difficult conditions of an opening day gives the volunteers an understanding of the degree of tact and skill that it takes to set the wheels in motion.

Parents as School Representatives to the Community

The process of drawing our parent body closer to the school is continued throughout the school year through Class Mothers. Through them we get to know our entire parent body—their special abilities, skills, and hobbies. They are on the lookout for new parents who have something to contribute to the school and for those people who could work on PTA committees.

Class Mothers are responsible for interpreting the school to the parents. Critical parents often find it easier to direct their questions to a fellow parent. Class Mothers sometimes answer directly, but often refer such inquiries to the proper person on the professional staff. Constructive criticism is valuable to a dynamic system of education. When the criticism is querulous, we have an opportunity to answer—a chance to make a friend, instead of continuing, unknowingly, to antagonize.

The PTA Publicity Chairman writes a weekly article for our local newspaper. With a teacher as co-chairman and the entire staff as an unofficial committee, she is in the school for varying periods of time during every week of the school year. In her search for news or interpretive feature stories she has numerous conferences with classroom and special teachers. She visits classrooms informally whenever she chooses, attends assemblies and watches the bulletin boards. Frequent conferences with the principal serve to guide her and to point up the

methods and goals of the school. A sympathetic layman's fresh point-of-view serves successfully in interpreting the school to the general public.

Committees' Assist Children's Interests and Activities

There are several PTA committees that directly assist staff members in work connected with children's activities and interests. The Costume Committee often meets at school to work with other staff members and with parents of various groups. They cut patterns, dye fabrics, and fit costumes to children. Before performances they assist youngsters in dressing and make-up. This offers an opportunity to acquaint mothers with the techniques we are using—the values in group cooperation, and the goals of creative dramatics.

The Library Committee, with the librarian, reviews new books for purchase and prepares the Christmas gift list. They plan meetings about books for both parents and children and they assist in repairing worn books. Their work brings them to the school library where they can watch children using reference material, browsing for pleasure, withdrawing books for home use or being instructed in library procedures. Inevitably, the mothers ask questions and another opportunity for interpretation is presented.

Still another committee assists the nurse when the school doctor comes to give physical examinations. These mothers supervise dressing. The women who have participated have gained an understanding of the difficulties involved in handling large groups of children. Implicit in such understanding is a new respect for the teacher who can manage such groups with apparent ease. Each year, too, the mothers have expressed surprise at the nurse's knowledge of each child.

Watching Children Learn New Skills

The children have a Safety Committee and a Community Service Committee that parallel two of the PTA committees. They meet regularly and the PTA chairmen are urged to attend these meetings. Here they may watch children who are struggling with knotty problems of playground safety. They listen to discussions dealing with preservation of school property. They see the boys and girls work out a budget for their Community Service funds.

The children are working and planning to help the school and community. Over the period of a school year these youngsters make brave strides in their ability to work together. These chairmen see children grow in self-direction and become more capable in formulating their own policies. Along the way, parents gain an insight into methods and aims of the staff member who throws the decisions back to the children as he guides them in the democratic process. A loosely knit committee of children, with inexperienced chairmanship, be-

comes a purposeful body while serving through a year of civic responsibilities.

As They Help With Classroom Projects

The school makes the most of opportunities to draw individual parents in to help with special projects. This year we have had several fathers visit the classrooms with colored slides and films taken on foreign travels. One mother came to accompany her child's class on the piano for a song fest. Another assisted a group with a folk dance. Groups of fathers have photographed Edgewood children in action at the request of the school. Many mothers accompany groups of children on trips and help with class parties and picnics. Frequently, they participate at the planning level with groups of children.

The Edgewood staff is ever conscious of the unique opportunities for interpretation when parents work within the school. The mutual interests and cooperation of parents and teachers create an atmosphere conducive to a sympathetic reception of the goals of modern education.

... Mothers Help Plan Experiences of the Classroom

*By DORIS L. LUCE, Second Grade Teacher
Grove St. School
Montclair, New Jersey*

THE CHANGING OF SCHOOL DISTRICT lines brought many new pupils and parents to our school, many of whom were very disturbed because of the change. This presented a challenge for us to interpret our school program to the community.

The home-room mother and I decided

to have a "get acquainted tea" in the classroom and the local PTA hospitality committee assisted in making preparations for it. The children wrote and delivered the invitations. The building principal and all faculty members, including special teachers, were invited to come. As an outgrowth of this first

meeting, we organized a Cooperative Planning Committee of mothers to work with the children and me in planning the year's program.

Our Course of Study calls for a study of community helpers in second grade. The children had made a list of their interests which included trains, pets, boats, airplanes, buses, dolls, policemen, and postmen. The list was presented to the mothers and they were asked to help formulate the worthwhile experiences which they would like their children to have.

Many suggestions came from this discussion with such comments as, "I've never been there." "I've never seen that." "Be sure to let me know when you take that trip because I want to go along."

Some of the suggestions were considered because of the human relations involved rather than a strictly educational point of view. The Committee appointed a chairman to whom all information concerning possible community resource helps could be sent. This eliminated many interruptions during the school day and left more time for pupil-teacher planning. The work was divided so that each mother shared in the "field work planning." The homeroom mother agreed to be responsible for planning transportation whenever trips were made in parents' cars.

The children assumed the responsibility of writing all necessary letters such as those requesting permission to visit, or inviting people to help us in the classroom, and sending letters of appreciation after the visits. The children planned the study questions to guide their observations.

Many of the fathers ride the Erie train commuting to work, so trains and trainworkers had been listed. A mother contacted the assistant ticket agent for the Erie Railroad in Jersey City. Since

he had been a former member of our PTA he helped us plan the study of the different ways trains and trainworkers help our community. The children enjoyed the number work involved in purchasing tickets for themselves and the mothers who accompanied us on the trip.

In this same visit we were able to cross on the ferry to the piers. There the agent at the pier and a policeman escorted us through the many interesting parts of the wholesale markets. We saw chestnuts from Italy, oranges from California and Florida, onions from Wisconsin.

After the excursion on the train we received a very exciting "thank you" from one of the mothers who had experienced her first train and ferry ride with us. She expressed her appreciation for such an interesting and worthwhile experience for herself and her child. She encouraged us to continue our theme, "learning by doing."

Barbafa's uncle, the friendly corner policeman, was invited to visit our classroom and help us answer many questions.

The week before Christmas we visited a grocery and purchased all necessary articles for a party. Mothers came to assist with the cookie baking at school. A good cross section of our population—mothers and children—worked in groups together.

We had visitors from the fire department, the Montclair Savings Bank, and a member of the local Nutrition Center Committee to explain their work and prepare the group for a visit that was made later.

The president of the PTA has asked to have our planning and procedure explained to all home-room mothers. We are seeing growth in parent participation and understanding in our school curriculum.

... Parent Conferences Prepare for School

By HESTER WILSON

*Joseph Moore Elementary School
Richmond, Indiana*

THE CHILD STEPS FROM THE KNOWN TO the unknown when he moves from the home to the larger social unit of the school. Naturally, he has some dread of this new experience—a dread which may be shared by his parents.

Fear such as, "I do not know how to read," or "that unknown person, the teacher," confuse him. These confusions make a happy adjustment to school more difficult for the child as well as for the parents.

To help parents understand what this school expected of the six-year-old, the plan of friendly visits between each mother and the teacher was carried out during the first few weeks of the semester. These visits were held in the schoolroom in the afternoon after school.

A friendly note on good note paper was mailed to each mother. This is a sample, although each was individual: Dear Mrs. Black,

Sam is ready for one of his important experiences in life—his first year in school. You want his school life to be happy and successful and so does the school. If this is to be accomplished, cooperation, friendship, and understanding must be practiced by parent and teacher.

Children are interesting. Mothers like to talk about their children. If we talk together I know you can help me to understand Sam better. I want to know about his habits and your methods of dealing with him.

Could you come to school Wednesday, September 7, at three-thirty for a visit of a half hour?

If you cannot come, please let me know.

Yours truly,

MABEL SMITH

The following list gives some idea of the content of the talks:

... The general arrangement of the room. The mother had the opportunity of seeing the materials her child would use.

... The policies of the school. If there were questions these were answered. If possible the confusions of either the child or the mother were cleared.

... The child's history. From this the teacher learned each child's traits which helped her to know him better right from the beginning of the school year.

... Importance of acquaintance. As mother and teacher became acquainted, some degree of confidence was established.

The mothers liked the conferences. Many stayed over the half hour. Some were very much interested in the school materials. Two saw building blocks and learned that more were needed. Later they sent wood scraps for this use. By establishing good home-school relationships in these cases, all kindergarten and first grades in the city will be supplied from this factory source with similar wood scraps for building blocks.

There seemed to be no hesitancy in talking about the children. Although these items were written as the mother talked, she was told that the notes were strictly confidential and would only be used by the teacher, except for health conditions which the next teacher should know—these would be placed on the school records.

The teacher tabulated the information about all the children. Apparently the needs for good school adjustment were:

... learning to live and work together.
... developing stable and dependable habits.
... learning to listen attentively.
... being less conscious of self.

If each child was made to know that he belonged to the group; that he was an important part of the group; if he would share in planning workable practices to meet room problems; if he would carry out these plans—then perhaps a base for cooperation would be laid and growth in better school habits would be evident.

Individual needs were revealed, too. There were fighters, sulkers, tormentors, the timid, and those who wanted and

were determined to have their own way. The tabulation showed a picture of needs common to the group so a program could be made to include meeting them early in the year. Individual records were a reference source used throughout the year for guidance work.

Mother and teacher recognized each other as a person. Sometimes each thinks the other has a magic power that can miraculously change faults into virtues.

Each one saw that the other had grave guidance problems confronting her, too. Most mothers want their children to grow into good citizens and so earnestly and sincerely try to develop those traits that go into the making of a good citizen.

... Tackling a Common Problem

This article is compiled from a report sent into Headquarters by Margaret Macpherson, education chairman, Jane Hood, curriculum coordinator and consultant to ACE study groups, Adelaide Tichnor, public relations chairman of the Pasadena ACE, Lois Mary Trainor, assistant curriculum coordinator and central office representative.

ONE COMMON NEED FELT BY TEACHERS in Pasadena was taken care of last year when the ACE decided to sponsor study groups.

Since the city had a total of twenty-two schools, it was decided to have study groups in three different sections of the city with a balance of large and small schools attending.

The problems raised at the first meetings were those relating to home-school conferences.

The planning committee had the services of the Division of Instructional Serv-

ice of the school system for guidance and advice in planning.

The problems elicited a variety of responses to meeting the needs expressed. As one way, a specialist gave many fine aids in the field of home-school conferences. The groups tried out techniques such as role-playing and socio-drama to gain an understanding of the problems involved.

Several teachers sent in typical kinds of problems which arose in parent conferences which they held in their schools. These are some of the situations that were typed ahead of time and distributed by chairmen at the meetings:

1. A mother and her sister come to visit the teacher of third-grade Johnny. The mother is dissatisfied with the school curriculum and Johnny's lack of progress. As she becomes emotional she constantly refers to her sister for help. The teacher tries to make suggestions that are beneficial.

2. The mother of a difficult child comes to school. The child is a bully who picks on his second-grade classmates. The mother thinks her child can do no wrong. The teacher tries to help the mother understand that all children have problems comparable to those of Johnny. The discussion is centered on how the home and school might have contributed to Johnny's actions. Plans were made to help Johnny in the future.

3. An irate father and docile mother visit with the teacher of their sixth-grade son. The father opposes the modern curriculum and defends his position. The teacher stands up for the present curriculum without getting angry although she is unable to change the father's attitude. The father thought it would be a good plan to visit the school.

4. A first-year teacher is visited by a middle-aged parent of a fifth-grade girl. The parent, friendly and uncritical, is honestly anxious to know about her daughter's progress in school. The first year teacher is nervous but endeavors to handle the situation.

The roles were enacted by teacher participants who volunteered. Evaluation of the role-playing was given by various members of the staff. In their discussion the teachers felt that some problems could not be handled in a single conference but would necessitate several conferences.

Films and other kinds of audio-visual materials were discussed. Some were directly related to home-school conferences and others such as "Baby Meets His Parents" (Encyclopedia Britannica, 11 minutes) were shown and discussed as possible aids to use with parents. Other such films were listed including:

Life with Baby, March of Time, 20 minutes.
Know Your Baby, National Film Board of Canada, 11 minutes, color.
Johnny and Jimmy (3 reels) International Film Bureau, 30 minutes.

Balloons, N. Y. Univ. produced by Child Study Dept., Vassar, 17 minutes.

Helping the Child To Face the "Don't's," Encyclopedia Britannica, 11 minutes.

Helping the Child To Accept the "Do's," Encyclopedia Britannica, 11 minutes.

Meeting the Emotional Needs in Childhood, N. Y. Univ. produced by Child Study Dept., Vassar, 31 minutes.

Understanding Children's Play, Carolyn Zachary Institute, 10 minutes.

Problem Children, Mental Hygiene Informational Service—Dept. of National Welfare—Columbus, Ohio, 20 minutes.

Families First, RKO, 19 minutes.

Family Life, Coronet Films, 8 minutes, color.

A Child's Eye View (guide), filmstrip, Harmon Foundation.

A bibliography of books and pamphlets in the field was prepared and used in the discussions.

Specific suggestions for parent conferences developed in each group. These were the suggestions that were made by one group in order to have effective parent conferences:

- To create a friendly atmosphere.
- To get advice from parents.
- Never let parents think their child is hopeless.
- Help parents know child is important.
- Have parent report on conference suggestions.
- Let parents unload their problems with understanding and sympathy.
- Have research and statistical facts ready.

Many teachers went back to their classrooms inspired to do more with their parent conferences than they had ever done before. The teachers also requested more study groups next year.

Our local ACE felt the study groups were extremely worth while.

Over the Editor's Desk

Bibliography--City of Philadelphia

It is so much fun to visit a new place. For many of us the ACEI Study Conference in Philadelphia will have meaning as one of the most interesting historical spots. To walk the streets the founding fathers walked—imagining how it must have looked then, and recognizing problems they faced in a 'shaky world'—will be part of the experience in going to Philadelphia.

Someone has said, "When you take knowledge into a new situation you are able to learn more about the situation." So we are sharing with you this bibliography of books about the city of Philadelphia. It was prepared by Caroline McElwee, librarian, Illman-Carter Library, School of Education, University of Pennsylvania.

For Adults

Non-Fiction

Old Roads Out of Philadelphia. By John T. Faris. Philadelphia: Lippincott Co., 1934. Pp. 327.

Beginning with a chapter entitled "Old Philadelphia" this book takes the reader on trips from that center, north, east, south, and west giving word pictures of many historical landmarks which may be visited. There are many present day photographs illustrating the text.

Our Pennsylvania. By Amy Oakley. Indianapolis: Bobbs Merrill Co., 1950. Pp. 467.

A trip through the state, beginning in Philadelphia. There are several chapters on both the historic and present day city, told in a most interesting way.

Philadelphia Folks. Ways and Institutions In and About the Quaker City. By Cornelius Weyngandt. New York: Appleton Century Co., 1938. Pp. 357.

"The things which truly last, when men and times have passed—they are all in Pennsylvania this morning."—Kipling. The above is quoted from the title page of this book and is pertinent to the text. Rather than being a treatise on famous Philadelphians, the book describes some of the lasting qualities and institutions founded in the past which have persisted through the years and which make Philadelphia, Philadelphia. Chapter headings are descriptive.

Philadelphia, Holy Experiment. By Struthers Burt. New York: Doubleday and Co., 1945. Pp. 396.

The romance of the city—William Penn's holy experiment! Beginning with Penn's

"greene countrie" the book carries the reader through many episodes in the city's history, closing with several chapters on present day Philadelphia.

Philadelphia, A Story of Progress. By Herman Le R. Collins. New York: Lewis Historical Publishing Co., 1941. This ponderous four volume story is most comprehensive. It covers most phases of the city's life, history, politics, industries, sports, social life.

Rebels and Gentlemen. By Carl and Jessica Bridenbaugh. New York: Reynal and Hitchcock, 1942. Pp. 393.

The sub-title "Philadelphia in the Age of Franklin" places this book for the reader. It includes chapters about famous citizens of the city. It contains also photographs of interesting old maps.

The Schuylkill. By James B. Nolan. New Brunswick, N. J.: Rutgers University Press, 1951. Pp. 310.

The story of the river from its source in the coal regions of Pennsylvania to its junction with the Delaware. As it flows through "Fairmount" and the city of Philadelphia it describes and tells the history of the famous homes and sections of the city which line its banks.

Fiction

Hugh Wynne, Free Quaker and The Red City. By S. Weir Mitchell. New York: Century Co. Both these books written by a Philadelphia physician are historical novels of the early life of the city. Both are accurate as to history as well as complete and vivid as to description of the times and places. Thus they both make interesting and informative reading.

Biography

Benjamin Franklin. By Carl Van Doren. Cleveland: World Publishing Co., 1948. Pp. 845.

A large section of this book is given over to Franklin's life in Philadelphia, both private and public. Some of the chapter sub-headings are explanatory; First Fire Co. in Philadelphia; The City Watch; The Pennsylvania Hospital; Promotion of the Academy (University of Pennsylvania.)

A Dreamer of Dreams. (William Penn) By Oliver Huckel. New York: Thomas Y. Crowell.

An interesting story of Wm. Penn's personal life. Much of the scene does not take place in Philadelphia. However there are chapters on "The City of Brotherly Love" and the "Manor of Pennsbury."

For Children

Non-Fiction

It Happened in Pennsylvania. By Arthur D. Graeff. Philadelphia: John C. Winston Co., 1947. Pp. 183. Grades 5-9.

Includes stories of the first romance at Tinicum Island, Phila.; of the Liberty Bell; of the two Bartrams and their riverside garden; of Ludwig's bakeshop in Letitia Court; and of Hirte's apothecary shop on the waterfront.

Old Liberty Bell. By Frances Rogers and Alice Beard. Philadelphia: Frederick A. Stokes & Co., 1942. Pp. 106. Grades 4-8.

A beautifully illustrated story of the bell's history from the time it arrived at Philadelphia's dock, through its travels, until back in Philadelphia it is placed in Independence Hall.

The Pennsylvania Story. By Marjorie R. M. Taylor. Philadelphia: Franklin Publishing Co. 1951. Grades 5-9.

Chapters upon present day Philadelphia, its art and music, its parks, its churches, its schools, as well as its early history.

Fiction

Bright April. By Marguerite de Angeli. New York: Doubleday and Co., 1946. Pp. 86. Grades 4-6.

A Negro family face and conquer problems in present day Germantown, Philadelphia.

Freedom's Daughter. By Gertrude Crownfield. New York: E. P. Dutton and Co., 1930. Grades 8-9.

"A courageous Quaker girl of Philadelphia helps prisoners escape, is taken for a spy and gets food and medicine through enemy lines during the American Revolution." (quoted from Children's Catalogue)

Mounted Messenger. By Cornelia L. Meigs. New York: Macmillan Co., 1948. Pp. 187. Grades 7-9.

"A story of 1755 centering around Prudence and 16 year-old Tom who lived in Philadelphia." (quoted from Children's Catalogue)

Off to Philadelphia. By Marjorie H. Allen. Boston: Houghton Mifflin Co., 1936. Pp. 214. Grades 6-9.

"Two sisters travel from their Indiana home to visit Quaker cousins in Philadelphia." (quoted from Children's Catalogue)

Skippack School. By Marguerite de Angeli. New York: Doubleday and Co., 1939. Grades 4-6.

A German family arrives in Philadelphia after a ten week sea trip. Traveling out High Street in the old city, they move on to German Town and Skippack where they make a home.

Thee Hannah. By Marguerite de Angeli. New York: Doubleday and Co., 1940. Pp. 88. Grades 4-6.

The story of an interesting Quaker family in Philadelphia (1850) including much authentic factual material concerning the city.

Biography

Benjamin Franklin. By Ingrid and Edgar Parin D'Aulaire. New York: Doubleday and Co. 1950. Grades 3-6.

Profusely illustrated in color, the book tells the story of Franklin's life—his childhood in Boston, his journey to Philadelphia, his life in that city, and his travels abroad.

Dolly Madison, Quaker Girl. By Helen A. Monsell. Indianapolis: Bobbs Merrill Co., 1944. Pp. 182. Grades 4-6.

The Payne family moves to Philadelphia, traveling by coach and on horseback, where Dolly has many adventures before she meets and marries James Madison and eventually becomes the "first lady of the land."

Penn. By Elizabeth Janet Grey. New York: Viking Publishing Co. 1938. Grades 6-9.

"William Penn becomes a living man in this absorbing biography." (quoted from Children's Catalogue—New York Public Library).

ACEI Study Conference, Philadelphia, Pa., April 14-18, 1952

General sessions, school visiting, forums, excursions, and study groups are some of the outstanding features of the conference. Study groups including both discussion and work groups are organized around six outstanding needs of children as outlined in ACEI's 1951-1953 Plan of Action:

Parents and Teachers Must Work as Partners as They Guide Children in the Use of Freedom and in the Acceptance of Responsibility.

1. How can parents and teachers seek common understandings in helping children find independence, develop self-discipline, accept responsibility, and use freedom wisely?
2. How can parents and teachers together strive to understand moral and spiritual values and the development of these in children?
3. In guiding children, how can parents and teachers attempt to supply opportunities for the religious development that will meet the child's needs?
4. How can there be developed among parents, teachers, and children more effective ways of communications as: parent-teacher conferences, home-school visits, report forms, and letters?

The Pre-service and In-service Education of Those Who Guide Children in a Democracy is of Greatest Importance.

5. What kind of experiences are needed by those preparing to teach children in a democracy?
6. How can the in-service education of teachers insure satisfaction in working with children and an ever-enlarging conception of the profession and its work?

Children Need School Experiences that Encourage Wise Use of Freedom and Ready Acceptance of Responsibility.

7. What school experiences contribute to a fuller understanding of ourselves and others—both children and adults?
8. What are some of the school experiences that help children reach out to people and places beyond a limited horizon?
9. What is involved if individual children are to become active members of a learning group?
10. How can schools provide opportunities for acquiring skill in the use of such tools for living as reading, writing and arithmetic?
11. How can the school encourage art experiences that free children and at the same time help them to accept responsibility?
12. What are the experiences that help children to discover the wonders of literature?
13. What place has science in the exploration and use of out-of-door environment?

14. What science experiences can be provided in a schoolroom?

15. How does music contribute to the development of the individual, add to his enjoyment, and enrich relationships with others?

16. What experiences must the school offer the exceptional child—the physically handicapped, the slow learner, the gifted, et cetera?

17. How can experiences with films and slides contribute to the child's growth in the use of freedom and the acceptance of responsibility? (work group)

Neighborhoods Should Provide Out-of-school Experiences for Children that Will Bring Satisfaction When Responsibility is Accepted and Creativity When Freedom is Enjoyed.

18. How can we increase our enjoyment of living and our understanding of other cultures through play and games? (discussion and participation in games)

19. What opportunities for growth do neighborhood libraries and museums offer children? (discussion and excursions)

20. How can radio and television be used to provide experiences that encourage creativity? (discussion and excursions)

Children Need School Buildings that Make Possible Free Yet Responsible School Living.

21. How are various communities meeting crucial conditions in housing, equipment and materials?

22. In relation to our needs, how can we examine plan or make equipment that will be useful in the school and invite creative play? (work group)

23. How can we best encourage creative expression through art materials? (work group)

Only as Children and Adults Learn to Respect Themselves and Others Can They Experience Inner Freedom.

24. What are the factors to be considered if we continually improve our relationships with individuals and with groups?

25. How can children interpret today's problems through an acquaintance with and an understanding of the past struggles for freedom in the United States? (discussion and excursions)

26. How can children be helped to understand the purposes of UN and the program of UNESCO?

The number in each study group is limited. Early registration and enrollment in study groups is advised.

Write to ACEI headquarters for registration blanks and other information.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

- Jonesboro and State College Association for Childhood Education, Arkansas
- Bellflower-Downey Association for Childhood Education, California
- Ventura County Association for Childhood Education, California
- Volusia County Association for Childhood Education, Florida
- Worcester State Teachers College Association for Childhood Education, Massachusetts
- Fort Bragg Association for Childhood Education, North Carolina
- Black Hills Teachers College Association for Childhood Education, Spearfish, South Dakota
- First White County Association for Childhood Education, Tennessee
- Second White County Association for Childhood Education, Tennessee
- Texas Christian University Association for Childhood Education, Fort Worth, Texas
- Willard E. Winters Association for Childhood Education, Tyler, Texas
- Wisconsin State College Association for Childhood Education, Whitewater, Wisconsin

Leah Day

Leah Day passed away on November 18, 1951 in Cortland, New York. Miss Day as a young woman taught in the public schools of Cortland and McGraw, New York. Later she taught in the State Normal School at Mansfield, Pennsylvania. From 1924 until her retirement in 1941 she was director of the kindergarten department of the Cortland State Normal School, now the Cortland State Teachers College. She was for many years an active member of ACEI.

Committee on Song Book For Children

A committee on a folk song book for children met in Washington, D. C., December 8 and 9. Members of this joint committee are representatives of the Association for Child-

hood Education International and the Division of Christian Education of the National Council of Churches of Christ in the United States of America. Grace Storms of Boston, Massachusetts, is chairman.

The committee is developing a song book for children suitable for use in schools, extended school programs, vacation church schools, camps, clubs, and in homes. The book will contain carefully selected songs seldom found in other collections. It will be ready for publication in 1953.

Coming to the ACEI Conference

In many communities teachers are making plans to attend the ACEI Study Conference in Philadelphia in April:

In two cities—one in the Great Lakes region and one in the North Atlantic—school boards have rearranged spring vacations so that teachers may be free to attend the conference.

From the South comes word that buses will be chartered for the trip.

Students in two middle west universities are developing plans for coming in private cars.

From a New England college of education the college bus will bring the seniors for active participation in study groups and school visiting.

A school board in the middle Atlantic region is making it possible for thirty teachers to attend the conference as a part of their in-service education.

From the Pacific Coast region comes news of the saving of money and planning of time so that branches may be represented in Philadelphia.

All roads lead to Philadelphia in April. How are you coming?

Children's Literature and the Library of Congress

On December 20, 1951 checks totaling \$2500 were presented to Luther Evans, Librarian of the Library of Congress. This fund will be used for a survey of the need for a consultant on children's literature in the Library of Congress. Director of the survey will be announced soon. It is expected that

the results will be so convincing that the establishment of this service in the Library of Congress will be assured.

A joint committee whose members are representatives of the American Association of University Women and the Association for Childhood Education International has been working for some years to secure the appointment of a consultant on children's literature in the Library of Congress. Bernice Baxter of Oakland, California, is the chairman.

The fund presented to Dr. Evans was obtained through the efforts of a Washington subcommittee, Mrs. Alice Korff, chairman. Those who contributed to the fund did so because of a sincere desire to be of service to children and because of a strong belief that children's literature can play an increasingly important part in the development of world understanding. By action of ACEI's Executive Board, \$250 was given to this fund from the Expansion Service Fund of the Association.

New ACEI Bulletin

The second 1951-52 ACEI membership service bulletin, *Helping Children Live and Learn*, was mailed in January to individuals who are life or international members and to officers of ACE branches for circulation among members of their groups. Copies may be purchased from ACEI headquarters in Washington, D. C.

This is a "dividend" bulletin with more pages and more pictures than other ACEI membership service bulletins. The author, Mildred Thurston, Chicago, Illinois, portrays certain trends in today's elementary school program. She describes and defines good learning experiences of children in schools in different parts of the United States. Lists of materials and books useful in the modern elementary school are included.

This bulletin, prepared originally for educators in other countries, is proving exceedingly helpful to both parents and teachers in this country. Order from the Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C. Pp. 96. \$1.25.

ASCD Meets in Boston

The Association for Supervision and Curriculum Development will hold its seventh annual conference in Boston, Massachusetts, February 10-14, 1952. The theme is: *Growing Up in an Anxious Age*. For further in-

formation write to: Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

UNICEF is Five Years Old

On December 11, 1951, the United Nations International Children's Emergency Fund, or UNICEF as it is now known around the world, reached its fifth anniversary. If all the children who have benefited from its aid might have gathered together for the celebration there would have been millions of them around the table. There would have been children there from more than sixty countries and territories in Africa, Asia, Europe, Latin America.

Undertakings aided by UNICEF are calculated to help the countries become self-sufficient in the items now provided by UNICEF. For example, the help given to countries for the development of their own milk-drying and pasteurizing plants. In Europe, four million children will directly benefit each year from these projects. The same kind of assistance is now being given to countries in Latin America and in the Eastern Mediterranean area. Possibly even more important in its long-range significance, is the aid being given to help countries have their own supplies of DDT, penicillin and other anti-biotics, and vaccines and sera of many kinds. Thus, they can continue the mass efforts undertaken with the help of UNICEF and the World Health Organization. The penicillin plant being established in India, with the Fund's help, will be the first of its kind in South Asia.

UNICEF, five years ago, on December 11, 1946, was brought into being by the General Assembly of the United Nations, and was told to "look after the children."

Seattle Children Contact Children Overseas

Stories written and illustrated by children are one of the links that Seattle, Washington, school children have established with children overseas. The Seattle Joint UNESCO Committee of Educational Organizations reports that these stories, specimens of school work, books, and other gifts have been greeted by a return flow of mail from school children overseas, leading to the formation of many friendships. International programs and UNESCO projects also have been established as part of the curriculum in Seattle schools.

**Social
Play..**

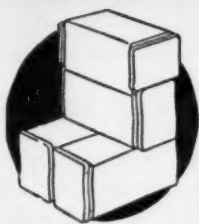
**Dramatic
Play..**

**MORE
Play..**

**with the
Big Hollow..**



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Books for Children . . .

Editor, LELAND B. JACOBS

The truly successful author is one who seeks a kinship with the child's mind—with the reader's life space. Sometimes an author zealously over-stretches the bounds of kinship or consciously reaches out to attract the child to him. Sometimes an author distrustfully tries to catch the child in a game of "follow the leader." Occasionally a writer willfully tries to direct the child's mind into artfully constructed snares and traps.

But a genuine writer, who enjoys the lasting admiration of young readers, enters into a partnership with children. He joins hand and mind with a child, each glad to have the other in a satisfying exploration into the spirit of living.

GYPSY. By Kate Seredy. Illustrated by the author. New York: Viking Press, 18 East 48 St., 1951. Pp. 63. \$3. In warm, lovely, cadenced prose Kate Seredy tells the life story of Gypsy, the cat. This is not a sophisticated, complicated, problematical narrative of a feline heroine, although Gypsy will be irresistible to cat lovers. This is Gypsy's intimately elemental life story, fascinating because of its deft insights into her problems, her behavior, her acceptance of growing within the life pattern as "each thing that she learned became part of herself."

The dignified, feeling-full page drawings complement the text delightfully. The same serene beauty that one senses in the prose, one senses doubly in the pictures. There is no clutter, no affectation, no sentimentality in this art. Children of all ages will find Gypsy rhythmically purring her way into their affections.

THIS IS THE WAY. Chosen by Jessie Orton Jones. Illustrated by Elizabeth Orton Jones. New York: Viking Press, 18 East 48 St., 1951. Pp. 62. \$3. This is a book of spiritual precepts and prayers selected from many of the world's religions: the American Indians' beautiful religious thoughts, the Mohammedans, the Buddhists, the Hebrews, the Christians, the Zoroastrians. They are moving thoughts, poetically devout and life-centered. They blend in an envisioning of the quest of

all the world's peoples for happiness in the good life.

Elizabeth Orton Jones must love the selections very deeply, for her drawings show a magnificent procession of the world's children, all seeking to join hands in the oneness that is childhood. From beginning to end, *This Is The Way* is a path that carries the reader toward the light of revelation in human behavior, where "None (is) an outsider. All are my brethren."

SKIPPER JOHN'S COOK. By Marcia Brown. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1951. Pp. 30. \$2. Eight-year-old Si and his dog, George, have the unusual good luck to go to sea with Captain John. Si has the responsible position of ship's cook. With the crew sick and tired of beans, beans, beans, Si treats them to his specialty—fried fish—which, during this voyage, becomes the new standard diet on the Liberty Belle. Though the crew tired of their new cook's menus, Si and George felt that they had had a splendid voyage. They arrived home filled not only with fried fish but also with new experience and satisfaction.

Primary-grade children will like the salty gusto of Marcia Brown's latest story. They will relish the fishing lore. They will laugh about the menu problem, knowing that—beans or fish—unless there is variety there has been no real change at all.

The author's original drawings will please the young readers. The wharf, the rolling sea, the cook's galley, and particularly Si, George, and Captain John are all done with a "fair weather" touch that is most appropriate.

PRAIRIE SCHOOL. By Lois Lenski. Illustrated by the author. Philadelphia: J. B. Lippincott Co., East Washington Square, 1951. Pp. 196. \$2.75. Fine as all of Lois Lenski's regional stories are, it has been some time since she has written one that is so sensitively moving and so intimately real as *Prairie School*. Here the writer has built her story not so much from the firm structure of plot as from the logic of experience. That experience centers in the school and home life of a brother and sister on the wheat-growing prairies of South Dakota. The reader is almost immediately deeply involved in a whole pattern of living. He admires and cherishes not only Delores and

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Darrell but also Miss Martin, much-loved teacher of the rural school. And "weather" is so bitter an antagonist that it assumes the role of villain, demanding and relentless. It is a joyful spot in the book when Miss Martin and her pupils win out over the blizzard. How could one possibly read this book without warming to the heroic spirit of these children of the American prairie?

ALBUM OF HORSES. By Marguerite Henry. Illustrated by Wesley Dennis. Chicago: Rand McNally and Co., 536 South Clark St., 1951. Pp. 113. \$2.95. What shall one discuss first in this handsome new book prepared for the nine- to twelve-year-old by two of America's most genuine admirers of beautiful horses? Wesley Dennis' full-page color pictures have really to be seen and seen again to be appreciated. Suffice it to say here that they have about them a magnificence and dignity and strength that will fascinate young horse enthusiasts.

Miss Henry's informal presentation of origins, characteristics, and activities of all the major breeds of horses known in America

(Continued on page 280)

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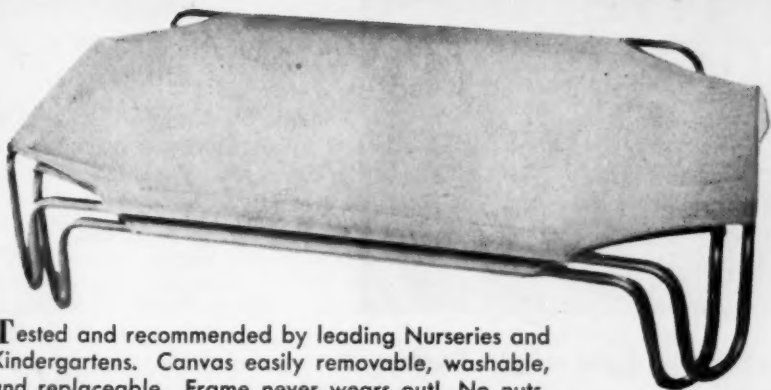
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Books for Children . . .

(Continued from page 279)

is so well-chosen and entertaining that one is torn between re-reading about one breed and rushing on to find out about the next.

Wesley Dennis' marginal black-and-white drawings neatly catch each breed of horses in various moods. And Marguerite Henry's interspersing of legends and anecdotes is so charming that each breed of horse becomes "top performer" for the moment. As one excited reader said when he finished the book, "This isn't an album. It's a swell parade—and all horses, horses, horses!"

SPIDERWEB FOR TWO. By Elizabeth Enright. Illustrated by the author. New York: Rinehart and Co., Inc., 232 Madison Ave., 1951. Pp. 209. \$2.50. Children in the later elementary grades probably already know the Melendys through earlier volumes in this family chronicle, which began with *The Saturdays*. In this volume, the three older children go away to school and leave behind, for the two younger Melendys, clues that send Randy and Oliver on a nine-month-long treas-

ure hunt that joyously if unexpectedly leads them to "A Door Unknown" and a very satisfying reward.

There is a crispness of plot, characteristic of Enright's writing for children, and a forthrightness of story-telling that will delight readers. The Melendys are jolly company always, real book friends. If this family is markedly different from the Marches, the Peppers, the Ingalls, and the Moffats, that's all to the good. Every family has a right to its own individuality. The Melendys, in *Spiderweb for Two*, continue to be one of children's literature's most charming, distinctive families, possessed of an abundant enthusiasm for living.

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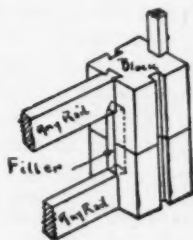
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Books for TEACHERS...

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

BROTHERS AND SISTERS. By Edith G. Neisser. New York: Harper and Brothers, 49 E. 33rd St., 1951. Pp. 241. \$3. This is a book which offers the reader a complete picture of the many and varied problems which confront children in the process of growing up with other children in a family. The largest part of the book is given over to discussing the problem of the new baby in the family—the feelings which he arouses in the other children and the many ways in which these feelings may manifest themselves. The less dramatic difficulties in sibling relationships are equally well covered.

There is virtually no aspect of this complicated relationship which is not touched upon by the author in a straight forward fashion. What are the effects of the various positions in the family? How hard is it to be the "middle" child? What of the one boy with a flock of sisters? How do we give the quiet one self-confidence? What of the habitual "tease"? How do we make "hand-me-down" clothes seem acceptable?

The author by no means contents herself with pointing out the problems, but offers a wealth of sound thinking about ways in which sibling relationships may be made smoother and the persons involved more comfortable. The author has no "pat" answers for the questions she poses but rather makes the reader aware of the necessity for looking below the surface of behavior for its cause, and for recognizing symptoms of difficulties even though, at times, the overt behavior may appear to be such as is socially acceptable.

The book is written in an interesting and readable style and is greatly enlivened by many anecdotes and illustrations from literature and from the author's own experience. The reader is, at all times, aware of the author's deep understanding and psychological knowledge of the forces motivating children's behavior.

This book should have special appeal for parents but will also be of interest and value to others who work with children. There are three reading lists included—one of reading

(Continued on page 282)

Books for Working Together

The Young Scott Books listed below all promote teamwork in school, and teach a lot of other things, too.

IS IT HARD? IS IT EASY? by Mary McB. Green. It's never too early to learn that what's hard for one may be easy for another, and that most things are easy when done by teamwork. *Cardboard pages, full-color pictures, cloth back strip, easy to read, \$1.00. Grades N-2.*

GOOD WORK by John G. McCullough. Explores in easy words and full-color pictures the many different kinds of work that make the world go round. *Full cloth, \$1.90. Grades N-3.*

BITS THAT GROW BIG by Irma E. Webber. The magic of how new plants grow from tiny bits of old plants. Simple experiments with easy-to-obtain materials provide a classroom project and give a first-hand familiarity with different types of plant reproduction. *Boards, \$1.50; full cloth, \$1.65. Grades 1-5.*

LET'S FIND OUT by Herman and Nina Schneider. Many easy experiments give an exciting, first-hand demonstration of some of the properties of air, heat and weather. *Boards, \$1.50; full cloth, \$1.90. Grades 1-5.*

LET'S LOOK INSIDE YOUR HOUSE by H. & N. Schneider. More simple experiments show how the modern magic in one's house works—why, when you turn a faucet the water pours out, push a button and the light goes on, etc. *Boards, \$1.50; full cloth, \$1.90. Grades 2-5.*

All Young Scott Books may be obtained on 30-day approval. Send for our free illustrated catalog, classified by grades.

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Books for Teachers

(Continued from page 281)

references for parents, one of fiction dealing with brothers and sisters, and a bibliography of scientific books and studies on brother-sister relationships.—Reviewed by RUTH CLAPP, *Wheelock College, Boston.*

DEVELOPING DEMOCRATIC HUMAN RELATIONS THROUGH HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION. By Association of Health, Physical Education and Recreation. Washington, D. C.: (NEA), 1201 16th St., N.W., 1951. Pp. 562. \$4.25. The first yearbook of the American Association for Health, Physical Education and Recreation considers a problem which reaches beyond the teaching of health, physical education, and recreation. It is helpful to all teachers of both elementary and high schools as a guide to the developing of democratic principles through the several stages of a child's growth.

In speaking of "the body, as the symbol of the self," the authors go on to say "the

quality of the instrument determines the very quality of one's life, while the understanding and skills in the use of the instrument determine one's effectiveness in society." The physical education teacher must learn about the body, how it develops through its various stages, what can be expected of it during these periods, and the skills necessary to make effective use of the instrument. Upon applying this knowledge toward an understanding of her own development, she can then teach others to make effective use of the body.

Although this volume outlines specifically the place of the teacher of health, physical education, and recreation in the educational world of today, its challenge is broad enough to appeal to any leader in our educational system. Workers in all fields who believe that group planning and evaluation are essential for effective participation will enjoy reading this first effort of the Association in compiling a yearbook.—Reviewed by JEAN KING THURNER, *Wheelock College, Boston.*

ART IN THE SCHOOLROOM. By Manfred L. Keiler. Lincoln, Nebraska: University of Nebraska Press, 1951. Pp. 214. \$4.

The unusual aspect of Manfred Keiler's book is its emphasis on recommending assigned specific projects, experiences and topics for teachers to use as a means of stimulating children's art experiences. This approach could be helpful to teachers who do not know how to guide a child through any expression with art materials. But it could also be very limiting to those who are aware of the power of creative expression in imaginative children. The assignments are wisely related to child interests and techniques are minimized. However, the illustrations testify to literal recording rather than to dynamic creative experiences.—Reviewed by GERTRUDE M. ABBILL, *Wheelock College, Boston.*

GROWING WITH ART. Books 1-8 plus Teacher's Manual. By Maud Ellsworth and Michael F. Andrews. Chicago: Benjamin H. Sanborn & Co., 221 E. 20th St., 1951. 54¢ each. This series is a further clarification of good practices attractively presented through carefully casual and often humorous classroom conversations that introduce art learnings. An "art vocabulary" is given which helps the teacher use terms with children to motivate growing art experiences.



This new book is designed to help the elementary school teacher who is required to teach art . . . and who has little or no formal training in that subject.

50 reproductions of original children's drawings interpreting class assignments, detailed lesson plans including themes, and basic materials are given. An invaluable guide in interpreting the children's work.

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The generous illustrations of children's work in color and in black and white, line drawing of processes, color reproductions of professional artists' work, and photographs of children make a great appeal. A variety of approaches suggests using a wide range of materials with motivations from the everyday experiences of children.

Age groups are implied and may for purposes of presentation have to appear in this form, but not for actual use. Many suggestions could be tried earlier than they appear in the series.

The *Teacher's Book* gives the philosophy and notes on how the books are to be used. It also gives sources for materials and a helpful bibliography. The use of the series in the classroom would seem to be that of helpful supplementary material for classroom teachers and art supervisors. Each teacher would want to have a complete set.

Some of the suggestions seem trite in light of current practices, but these are small items in the great amount of inviting and inspiring work. These books can be an aid to extending sound creative art education philosophy and practices.—Reviewed by RUTH B. HERRING, head of art department, State Teachers College, Framingham, Massachusetts.

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Among the MAGAZINES

Editor, HELEN LAMMERS

PARENTS' MAGAZINE, December 1951. P. 42. "Teaching a Child to Get Along With Others." By Eleanor T. Pounds. This sensible article deals with small children but many grown-ups could follow some of the suggestions to good advantage. There are better ways of getting along with others—talking over the problems, analyzing various ways of handling, offering to share, and taking turns. Another good point is that a different approach, a different attitude on the child's part or on our part, can often bring about a totally different outcome.—Reviewed by KATHERINE HILL, Taft School, Cincinnati.

PARENTS' MAGAZINE, December 1951. P. 50. "Does Homework Really Help Your Child?" By Frances Jameison. In this article the author presents both the pros and

cons of homework. Schools should have definite reasons for assigning homework. It is wise for the parent to contact the teacher and find out the purpose behind assignments. Before parents can help children with schoolwork they must know how the school would like them to go about it.

There are definite gains to be derived from homework; just as there are certain losses which a child must suffer (loss of play-time).—Reviewed by IRENE LAMMERS, Westwood School, Cincinnati.

McCALL'S September 1951. P. 104. "Mother Is the Best Cure for a Sick Child." By Aiken Welch. Child specialists now pretty much agree that under many conditions the best place for a sick child is at home in his own bed, with his own mother to look after him. Many diseases that used to require hospital care can be handled safely at home by mother and doctor.

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can give to the sick child.—Reviewed by VIOLA DIERS, North Avondale School, Cincinnati.

READERS' DIGEST, November 1951. P. 124. "How Good Are Your Schools?" By Wilbur Yauch. Every parent should read this article. It will help clarify in their minds the newer methods used in our schools today and the results we hope to achieve, as against the old methods of monotonous drill and repetition and memorizing of unimportant facts that had no relation to everyday living. Promotional policies and methods differ in various systems but on the whole this article gives a very good picture of our schools today.—Reviewed by DOROTHY CLASON, Taft School, Cincinnati.

McCALL'S, August 1951. P. 94. "Does Your Child Lisp, Stutter, Mumble, Slur?" By Alice Lake. Children with speech defects have many heart-breaking experiences. Today the speech-defective child is the most numerous among the handicapped. He is apt to be retarded one year at school.

In three cases out of four the cause is emo-

tional rather than organic. But the first step in finding the cause is a medical check. Feeble-minded children speak late and incorrectly, but any child who isn't speaking at three, who seems normal in motor skills, is likely suffering from an emotional block, not mental deficiency. If a physical examination fails to reveal an organic basis for a child's defective speech, chances are that the cause is emotional.

Sound mental hygiene and speech correction in school help many children. Schools should teach children to speak as well as to read and write.—Reviewed by VIOLA DIERS.

McCALL'S, October 1951. P. 10. "Child's Play Good or Bad." Games like "Cowboys" and "Indians" provide healthy opportunities for youngsters to rid themselves of hostilities they might otherwise suppress until a later time, when indulgence might be dangerous.

It strengthens a child's ego to be a hero and gives him an outlet for his aggressions. Many of his inner conflicts are solved when as a "good" cowboy he kills "evil" forces and becomes protector of the good.

Thus, if your young cowboys have an urge

(Continued on page 286)

A significant advance in the teaching of arithmetic . . . the 1952 edition of

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In 1952, therefore, *Making Sure of Arithmetic* moves forward with a completely revised edition—new in format, illustrations, and with increased emphasis on meaning and new insight into the way in which children learn.

You will find in this revision the same concern for children and how they learn and grow. You will find the same fundamental philosophy of learning. You will find the same economical, effective way of presenting arithmetic—one step growing out of another.

As in the earlier edition, first attention is given to the way the child learns. The authors believe that the child's continuous growth in arithmetic can only be assured by the most careful development of each new idea; by immediately providing rich and extensive experience in using the idea; by maintaining skill and facility in using it; by constantly calling attention to relationships; and, most important of all, by recognizing that the child does not learn "all at once", but must be consistently given the opportunity to relearn and to deepen his understanding.

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Among the Magazines

(Continued from page 285)

to "shoot each other up," let them. It's good for them.

McCALL'S, November 1951. P. 124. "Homework Is For Children." By Josephine N. Felts. The author suggests that parents should not do homework for children, but instead should share the child's new interests and his new learning excitements. The questions and enthusiasms he brings home with him from school can enrich parents' lives too. The simple homework rules suggested in this article will give parents a better understanding of ways they can help their children.—Reviewed by VIOLA DIERS.

PARENTS' MAGAZINE, November 1951. P. 36. "What's New at School?" By Eleanor Clymer. Most parents are eager to know and understand what is going on in their child's school but often have very vague ideas concerning present day methods.

This article attempts to help the situation by citing specific examples of some of the things that are being developed by educators of today.

Appended is an outline for group discussion based on the article.—Reviewed by SYLVIA EWAN, Cincinnati, Ohio.

PARENTS' MAGAZINE, November 1951. P. 44. "New Toys for Year Around Play." Devoted parents, doting grandparents, fond relatives, and friends of children from babyhood to 14 years of age will welcome the very comprehensive list of toys suggested in this article.

The cost of some of the toys is out of the question for families with small or moderate incomes.—Reviewed by SYLVIA EWAN.

PARENTS' MAGAZINE, November 1951. P. 48. "Help Your Children To Like Each Other." By Lizbeth P. Sanders. The author believes that most children have times when they are not as fond of their brothers and sisters as is desirable. She accepts the situation as natural and proceeds to discuss ways and means of bringing about more friendly relations within the family group.

Her suggestions are, for the most part, helpful and practical.—Reviewed by SYLVIA EWAN.

Bulletins and Pamphlets

Editor, MAY I. YOUNG

TEACHING IS EXCITING! By Margaret Wasson. Bulletin 88, Washington, D. C.: Association for Childhood Education International, 1200 15th St., N. W., 1951. Pp. 38. 75¢. From the viewpoint of a student who wants to teach—

Teaching is Exciting contains valuable information for young people who are interested in the profession. The author has successfully portrayed the soul-satisfying experiences to be gained in teaching. It is written in a lively fashion which will arouse the interest of wide-awake young people.

Contented, successful teachers must have the personal qualities which this pamphlet emphasizes.—Reviewed by JIM GUERIN.

From the viewpoint of an experienced teacher—

Not only the young fledglings just entering the profession, but also we "oldsters" who have had some years of experience in the

classroom may get many hints from reading this pamphlet. It offers suggestions for recapturing some of the brave enthusiasm of our beginning days. It gives brief but helpful outlines for self-evaluation. The bibliography is quite selective, and offers a variety of topics for further reading.—Reviewed by GRACE K. KEMP, principal, Stevens School, Philadelphia.

YOU CAN'T DO IT ALONE. By Joyce Cooper. Olympia, Washington: State Department of Public Instruction, 1951. Pp. 64. No price given. "A whole faculty needs to be a working unit!"

This statement occurs in the last few pages of the pamphlet. It is certainly the essence of each of the examples with which the booklet abounds.

All phases of education are touched upon in these short write-ups of actual experiences of teachers working together. Knowing our children better, most effective use of materials that must be shared, parent-teacher relationships, changes needed in library procedures or fire drills or report cards—these are some

(Continued on page 288)

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READING AIDS THROUGH THE GRADES.

By David H. Russell and Etta E. Karp.

New York: Bureau of Publications, Teachers College, Columbia University, 1951.

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TEACHING AND LEARNING MATERIALS.

Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N. W., 1951. Pp. 36. 75¢.

This pamphlet offers far more than a mere listing of outstanding teaching materials. The Curriculum Laboratory of Teachers College has for some time past given us listings of publications from school systems and educational organizations throughout the United States. The present edition includes publications of the three-year period of 1948-1950 inclusive. These are organized under various headings: Guidance, Character, Extra-Curricular, Curriculum Construction, as well as the traditional subject areas.

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